

Mount Mary College

Chümoukedima, Nagaland

Department of Education

NEP FYUGP Syllabus, Course Details



COURSE CODE : EDN C-1

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Credits :4

Course Objectives

1. To enable the students to understand the meaning and concept of Psychology.
2. To enable them to understand the dimensions of Growth and Development.
3. To familiarize students with knowledge of Learning and Motivation.
4. To acquaint them with the knowledge of Intelligence and Creativity.
5. To enable them to understand the different aspects of personality and means of developing an integrated personality.

Course Contents

UNIT I **Concept of Educational Psychology**

- Concept of Psychology and Educational Psychology
- Methods of Educational Psychology - Experimental, Differential & Clinical
- Application of Educational Psychology in teaching-learning process.

UNIT II **Meaning of Growth and Development**

- Principles of Development
- Stages of Development with special reference to adolescence period – physical, social, emotional and intellectual
- Concept of individual difference – aptitude, interest and attention

UNIT III **Intelligence and Creativity: Concept and Theories**

- Meaning and Characteristics of Intelligence and Creativity
- Factors of Creativity
- Theories of Intelligence- Two-factor Theory, Group Factor Theory and Structure of Intellect (SoI)

UNIT IV **Theories of learning**

- Meaning and Nature of Learning
- Factors affecting Learning.
- Theories of Learning- Trial and Error, Insightful Learning, Transfer of Learning.

UNIT V **Personality and its nature, determinants and approaches**

- Meaning and Nature of Personality
- Determinants of Personality Development (Home & School).
- Type and Trait approaches of Personality (Jung and Cattell).
- Freud's theory of Personality.

Suggested Readings

1. Mangal, S.K. Educational Psychology. Prakash Brothers Educational Publishers.
2. Chauhan S.S . Advanced Educational Psychology. Vikas Publishing House
3. Agarwal, J.C. Essentials of Educational Psychology. Vikas Publishing House.
4. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
5. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York :McGraw Hill .
6. Sindhu, I. S. (2012). Educational Psychology. Pearson India.
7. Dash, B.N & N. Dash –A Test Book of Educational Psychology

COURSE CODE :EDN C-2

PHILOSOPHICAL FOUNDATIONS OF EDUCATION Credits :4

Course Objectives:

1. To enable students to understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint students with the philosophical foundations of education.

Course Contents

UNIT-I

Introduction

- Meaning of Educational Philosophy
- Relationship between Philosophy and Education
- Aims of education: Individual, Social, Vocational

UNIT-II

Functions of Education

- Self-actualization
- Human Resource Development
- National integration and International understanding

UNIT-III

Some Major Schools of Philosophy

- Idealism, Naturalism and Pragmatism
- Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

UNIT-IV

Development of Values

- Meaning of values
- Classification of values (Social, Moral and Aesthetic)
- Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

UNIT-V

Freedom and Discipline

- Meaning of Freedom and Discipline
- Types of discipline
- Importance of discipline in social life

Suggested Readings

1. Dash, B.N. Principles of Education and Education in the Emerging Indian Society. Delhi :Ajanta Prakashan.
2. Taneja, V. R. Educational Thought & Practices.
3. Thakur, A.S. The Philosophical Foundations of Education.
4. Aggarwal, J.C. Theory and Principles of Education
5. Aggarwal, J.C - Philosophical and Sociological Bases of Education
6. Miri, Mrinal (2014). Philosophy of Education. Oxford University Press.

COURSE CODE: EDN C-3

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credits : 4

Course Objectives

1. To develop an understanding of the role of sociology in education
2. To acquaint learners with the sociological foundations of education
3. To understand the role of education in relation to social change, social interaction and culture
4. To understand and appreciate the role of community in resolving social issues and educational inequalities

Course Contents

UNIT-I Introduction

- Meaning of Educational Sociology & Sociology of Education
- Relationship between Sociology and Education
- Sociological determinants of education

UNIT-II Social Change

- Meaning of social change.
- Factors affecting social change (Political, Economical and Technological)
- Education as an instrument of social change.

UNIT-III Education and Social Group

- Primary and Secondary groups
- Social interaction and its educational implications
- Concept & forms of social stratification

UNIT-IV Education and Culture

- Concept & components of culture
- Role of education in preservation and transmission of Naga cultural Values
- Cultural heritage of India with special reference to Nagaland

UNIT-V Current Social Problems in India with special reference to North-East

- Equalization of educational opportunities
- Role of community in solving social problems in the field of education
- Concept of Communitization of elementary education in Nagaland

Suggested Readings

1. Rao, Shankar C.N. (1995) Sociology. New Delhi : S Chand & Company Ltd.
2. Mathur, S.S. Sociological Approach to Indian education.
3. Chandra, S.S.(2002). Sociological Foundation of Education.
4. Saxena, N.R. Philosophical & Sociological Foundations of Education.
5. Sharma, Yogendra K. Sociological Philosophy of Education.
6. Aggarwal, J.C - Philosophical and Sociological Bases of Education

COURSE CODE :EDN C-4

BASICS OF EDUCATIONAL RESEARCH

Credits : 4

Course objectives

1. To understand the meaning, procedure and design of educational research.
2. To develop an understanding of the needs of educational research.
3. To develop the ability to carry out educational research and analyse different descriptive measures.

Course contents

Unit I-Introduction of Educational Research.

- Meaning and characteristics of research;
- Needs for research in education;
- The nature/types of educational research: Basic, Applied and Action Research.

Unit II The Hypotheses and Review of Related Literature.

- Meaning, Types and formulation of hypotheses;
- Review of Related Literature: Purpose, identification and organising the related Literature.

Unit III Research Design and Data Collection.

- Meaning and functions of research design;
- Concept and types of sampling.

Unit IV Data Analysis.

- Qualitative data analysis;
- Quantitative data analysis.

Unit V Synopsis and Research Report.

- The Research synopsis;
- General Format of the Research Report.

Suggested Readings

1. Koul, Lokesh (2009). Methodology of Educational Research. New Delhi : Vikas Publishing House, Pvt.Ltd.
2. Best John. W., and Kahn, James V. (2014). Research in Education.
3. Kothari, C.R (1990). Research Methodology – Methods and Techniques. New Delhi: New Age International (P) Limited, Publishers.
4. Kumar, Ranjit. Research Methodology.
5. Sarma, Mukunda. Research Methodology.

COURSE CODE: EDN C-5

TRENDS & ISSUES OF MODERN INDIAN EDUCATION

Credits : 4

Course Objectives

1. To develop understanding of significant trends and issues in modern Indian education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

Course Contents

UNIT I Adult and Continuing Education

- Concept of Adult and Continuing /Lifelong Education
- Efforts on Adult Education/Literacy- NAEP, NLM
- Liberal Education through open learning, Vocational Education

UNIT II Population Education

- Significance, need & objectives of Population Education
- Problems of Population Education
- Relation between Population Education & Sex Education

UNIT III Education of Women and Girls

- Concept and need of prioritizing education for women & girls
- Promoting gender equality
- Schemes of the Government of India for promoting girls' education
- Problems and remedial measures

UNIT IV Value Education

- Meaning & significance of Value Education
- Role of education in inculcation of values
- Programs/methods for development of value

UNIT V Open & Distance Education

- Concept, need and scope of distance education
- Modes of DE – correspondence education & open learning system
- Merits & Demerits of Distance Learning

Suggested Readings

1. Kochhar, S.K. Pivotal Issues in Indian Education.
2. Aggarwal, J.C. Education in India. Policies, Programmes & Development.
3. Pathak, R.P. History, Development & Contemporary Problems of Indian Education.
4. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
5. Salamatullah, (1979). Education in Social Context, NCERT, New Delhi.
6. Safaya, Srivastava & Singh (2007). Development of Education in Emerging India & Its Current Problems , Dhanpat Rai Publishing Company

COURSE CODE: EDNC-6
EDUCATIONAL MEASUREMENT & EVALUATION

Credits : 4

Course Objectives

1. To develop understanding of the concepts of measurement and evaluation in the field of education
2. To acquaint Learners with different types of measuring instruments and their uses
3. To familiarize students with the principles of test construction, both educational and psychological
4. To develop understanding of a good measuring instrument and their importance in educational measurement

Course Contents

Unit I Educational Measurement and Evaluation

- Meaning & nature of educational measurement
- Need for measurement in education
- Concept of evaluation in education
- Relation between measurement and evaluation

Unit II Tools used in Educational Measurement

- Measuring instrument and their classification
- Types of scales in educational measurement
- Norm referenced and criterions referenced test
- Types of Examination – Objective & Essay/Descriptive Type

Unit III Measuring instruments

- Characteristics of a good measuring instrument –
Validity
Reliability
Objectivity

Unit IV Measurement of Attitude, Personality and Creativity

- Measurement of attitude (Likert),
- Personality (Rorschach-Ink Blot),
- Creativity (Baquer Mehdi)

Unit V Test Construction and Standardization

- General principles of test construction and standardization
- Scoring of students achievement
- Reporting test results & cumulative record card

Suggested Readings

1. Goswami, Marami (2003). Measurement and Evaluation in Psychology and Education.
2. Anastasi A and Urbina S.(2012)Psychological Testing, New Delhi: PHI Learning Private Limited .
3. Asthana, Bipin (2010). Measurement and Evaluation in Psychology and Education, Agra:Agrawal Publications.
4. Sungoh, S.M. Educational Evaluation & Testing.

Course Objectives

1. To enable students to understand the meaning, nature and scope of educational technology
2. To create an understanding of the application of basics of technology in the process of education
3. To familiarize with the technological advances made and to develop a positive attitude toward the use of ICT in the educational process.

Course Contents

- UNIT I Educational Technology**
- Meaning, nature and scope
 - Types - Hardware and software
- UNIT II Communication Process**
- Meaning & nature
 - Process & components
 - Types of classroom communication
 - Mass media approach in educational technology
- UNIT III System Approach & Instructional System**
- Systems Approach to instructional process
 - Instructional system designing- concept, components, steps in Instructional system designing
- UNIT IV Innovation in Educational Technology**
- Programmed learning
 - Micro and macro teaching
 - Team teaching
- UNIT V Personalized System of Instruction (PSI)**
- Computerized Assisted Instruction
 - Simulated Teaching
 - Information Communication Technology (ICT) in distance education

Suggested Readings

1. Sharma, R.A.(2015). Technological Foundation of Education. Meerut:R.Lall Book Depot
2. Mangal, S.K. Educational Technology.
3. Mangal, S.K and Uma Mangal (2014). Essentials of Educational Technology. Delhi:PHI Learning Private Ltd.
4. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal
5. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

COURSE CODE : EDN C-8
DEVELOPMENT OF EDUCATION IN INDIA

Credits : 4

Course Objectives

1. To understand the historical development of education in India
2. To understand the salient features of ancient & medieval education
3. To acquaint with the genesis of the Modern Indian Education

Course Contents

UNIT-I Ancient India

- Vedic Education: Salient features
- Buddhist Education: Salient features

UNIT-II Medieval India

- Islamic Education: its salient features, objectives and curriculum.
- State patronage in education.

UNIT-III Education in British India

- Contributions of Christian Missionaries for the development of education in India.
- Significance of Charter Act of 1813.

UNIT-IV Growth of Modern System of Education

- Macaulay's Minutes, 1835.
- Wood's Despatch, 1854.
- Hunter Commission, 1882.

UNIT-V Movement for Compulsory Education in India

- Gokhale's Bill, 1910.
- Calcutta University Commission, 1917.
- Hartog Committee Report, 1929.

Suggested Readings

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Altekar, A. S. (2001). Education in Ancient India, Isha Book
3. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
4. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
5. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
6. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
7. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India during the British Period Macmillan India Ltd
8. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
9. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi : New Central Book Agency

COURSE CODE: EDNC- 9

EDUCATION IN MODERN INDIA

Credits : 4

Course Objectives

1. To acquire adequate knowledge of the recommendations of various education commissions
2. To understand the issues and problems of education at various levels of education

Course Contents

UNIT-I Development of Indian Education post Independence period with special reference to :

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53).
- Kothari Commission (1964-66).

UNIT-II National Policies on Education

- National Policy on Education 1986 – salient features
- Revised Policy of NPE, 1992 – salient features
- National education Policy, 2019 – salient features

UNIT III Educational Provisions

- Constitutional provisions in relation to Education
- Right to Education 2009
- Provisions for education of the disabled children with special reference to the Integrated Education for Disabled Children

UNIT-IV Studies on some national commissions relevant to education

- National Knowledge Commission, 2006 (Sam Pitroda) with special reference to Higher Education
- Salient Features of Yash Pal Committee Report.

UNIT-V Literacy status and problems of education

- Literacy status of India and Nagaland
- Problems and remedial measures of primary, secondary and higher education in the North-East with special reference to Nagaland.

Suggested Readings

1. Chaube, S.P. History and Development of Indian Education
2. Aggarwal, J.C. Landmark in the History of Modern Indian Education.
3. ---- Development & Planning of Modern Education
4. Pandey, R.S. Development of Indian System of Education.
5. Ministry of Education, New Delhi. Challenges of Education. A Policy Perspective 1985.

COURSE CODE :EDN C-10

EDUCATIONAL MANAGEMENT

Credits : 4

Course Objectives

1. To develop knowledge and understanding of the nature, scope, process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To enhance the ability of decision making in educational management.

Course Contents

UNIT I

Educational Management

- Meaning, nature, scope and need
- Types of Educational Management - Centralized and Decentralized, Authoritative/Autocratic and Democratic, Dynamic/Creative and Laissez faire

UNIT II

Personnel Management

- Meaning of Personnel Management
- Leadership – meaning & nature, effective leadership
- Factors affecting managerial behavior - Personal, Social, Cultural, Political, Institutional

UNIT III

Management of Teaching-Learning Process

- Concept of teaching-learning process
- Steps of managing teaching-learning (planning, organizing, leading, and controlling)
- Teacher as a manager

UNIT IV

Institutional Planning & Management

- Institutional planning – concept, need & importance
- School Plant including - equipments and assets
- Institutional Environment and discipline

UNIT V

Educational Planning

- Meaning, need & significance
- Types & strategies of educational planning
- Steps in educational planning

Suggested Readings

1. Agarwal, J.C. Educational Administration and Management
2. Sharma, R.N. Educational Administration and Management.
3. Bhatnagar, S &P.K.Gupta(2010). Educational Administration and management, Meerut: R. Lall Book Depot
4. NEUPA (2015). Model Education Code: Practices and Processes of school Management.
5. NEUPA (2013) Concepts and Terms Used in Educational Planning and Administration
6. Sidhu, K.S.: School Organization and Administration, New Delhi : Sterling Publication Pvt. Ltd
7. Mishra, R. C(2007).Theory of Education Administration, New Delhi :A. P. H. Publishing Corporation

COURSE CODE: EDNC- 11

STATISTICS IN EDUCATION

Credits : 4

Course Objectives

1. To develop the ability to use various statistical measures in analysis and interpretation of educational data.
2. To develop the ability to organize relevant educational data
3. To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.

Course Contents

Unit I - Introduction to Educational Statistics

- Meaning, nature, scope & use of educational statistics
- Sources of educational data
- Importance of statistics in education

Unit II Central Tendencies & Variability

- Measures of central tendencies – mean, median and mode
- Measures of variability – Standard Deviation

Unit III Normal Probability

- Concept of normal probability
- Properties and uses of normal probability curve in interpretation of test scores
- Divergence from normality- skewness & kurtosis

Unit IV Measures of Correlation

- Concept and kinds of correlation
- Computation of coefficient of correlation by rank difference & product moment method

Unit V Representation of Data

- Concept of variable
- Types of data – grouped and ungrouped
- Graphical presentation of data – pie diagram, histogram, frequency polygon, Cumulative frequency, graph - ogive and its uses
- Application of computer in data processing

Suggested Readings

1. Garrett, Henry E and Woodworth R.S.(1981), - Statistics in Psychology and Education Bombay: Vakils, Feffer and Simons Ltd.
2. Guilford J.P.(1956) Fundamental Statistics in Psychology and Education, New York : McGraw Hill Book Company Inc. New York.
3. Kothari ,C. R. (2004). Research Methodology, New Dehi: New Age International Ltd.
4. Best John W., and Kahn, James V.1986. Research in Education
5. Mangal, S.K.(2002). Statistics in Psychology and Education, New Delhi: Prentice-Hall India

CURRICULUM DEVELOPMENT & CONSTRUCTION

Credits : 4

Course Objectives

1. To understand the meaning, types and importance of Curriculum.
2. To understand the basics of Curriculum Construction, Transaction and Evaluation
3. To acquaint with the national policies on Curriculum

Course Contents

UNIT I Introduction

- Meaning, need and importance of curriculum
- Aims and objectives of curriculum and its relation to different domains of personality
- Determinants of curriculum
- Core curriculum and Co-curricular activities

UNIT 2 Curriculum Framework at Different Levels of Education

- Principles of curriculum construction.
- Construction of a balanced curriculum.
- Process of curriculum transaction.

UNIT 3 Curriculum Development

- Its process – steps in curriculum development.
- Mechanics and models of curriculum development: classification of models, HildaTaba's Model, Saylor's Model.
- Evaluation of curriculum – meaning , need and aspects.

UNIT 4 Types of Curriculum

- Traditional
- Activity
- Experienced-centred.

UNIT 5 National Curriculum in India

- Reform in Curriculum (Indian Education Commission 1966)
- Salient features of the National Curriculum Framework 2005

Suggested Readings

1. Prasad, Janardhan & Vijay Kumari. Advanced Curriculum Construction, New Delhi :Kanishka Publishers & Distributors.
2. Bolsara, Maitreya. Principles of Curriculum Construction, New Delhi : Kanishka Publishers & Distributors.
3. Safaya, R.K&B.D.Shaida. Development of Educational Theory and Practice of Education.

COURSE CODE: EDN C-13

GUIDANCE & COUNSELLING IN EDUCATION Credits : 4

Course Objectives

1. To help students understand the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the students' strengths and weaknesses.
3. To acquaint the students to various approaches in organizing vocational guidance.
4. To help in understanding the importance of job analysis and occupational information services.

Course Contents

UNIT 1 Introduction to Guidance

- Meaning, nature and scope
- Principles of guidance
- Philosophical, psychological & social bases of guidance

UNIT 2 Educational Guidance

- Meaning, need and importance of educational guidance
- Principles of educational guidance
- Basic data necessary for educational guidance: Pupils' abilities, aptitudes, personality, interest and attitudes

UNIT 3 Vocational Guidance

- Meaning and objectives
- Vocational guidance at the secondary stage
- Job analysis & job satisfaction

UNIT 4 Concept of Counseling

- Meaning, nature, scope & types
- Various steps and techniques
- Relationship between guidance & counseling
- Important qualities of a good Counselor

UNIT 5 Career Counseling

- Meaning and importance
- Career counseling with college students, adults & women
- Various approaches in organizing career guidance & counseling - Career corner, career talk, career conference, simulated interview

Suggested Readings

1. Madhukar, Indira. Guidance and Counselling, New Delhi :Authors Press Publishers of Scholarly Books.
2. Jaiswal, Sitaram. Principles of Guidance and Counselling.
3. Aggarwal, J.C. Educational Vocational Guidance and Counselling, New Delhi :Doaba. HouseBooksellers & Publishers.
4. Agarwal, Rashmi (2006). Educational Vocational Guidance & Counselling: Principles, Techniques&Programmes. New Delhi :Shipra Publication
5. Kochhar, S.K.(1985). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publisher.

STRUCTURE & ISSUES OF CONTEMPORARY EDUCATION IN INDIA

Credits : 4

Course Objectives

1. To understand the structure education in contemporary India.
2. To develop understanding of the objectives & aims at various level of education
3. To provide information on the important regulatory institution/bodies and their role in education.

Course Contents

UNIT I Early Childhood Care & Education

- Concept, need & relevance of ECCE in the context of universalization of elementary education (UEE)
- ECCE & District Primary Education Program
- Challenges & priority task

UNIT II School Education

- Aims & objectives of elementary and secondary education
- Concept of UEE
- Vocationalisation of Secondary Education
- Problems and issues of school education in India

UNIT III Higher Education

- Aims & objectives
- Types of universities
- Quality control of higher education and National Accreditation and Assessment Council (NAAC)
- Autonomy & accountability in higher education

UNIT IV Central Flagship programmes on Education

- Samagra Shiksha Abhiyan
- Rashtriya Uchhatar Shiksha Abhiyan (RUSA)

UNIT V Regulatory and Training Institution/Bodies

- NCERT, SCERT, National Council of Teacher Education (NCTE), College of Teacher Education (CTE), District Institute of Education & Training (DIET)
- UGC/HECI, CIET, NIEPA

Suggested Readings

1. Agarwal, J.C. Development and Planning of Modern Education.
2. Agarwal, J.C. Education in India. Policies, Programmes & Development.
3. Pandey, R.S. Development of Indian System of Education.
4. Ministry of Education. New Delhi. Challenges of Education: A Policy Perspective 1985.

INCLUSIVE EDUCATION

Credits : 4

Course Objectives

1. To introduce the concept of Inclusive Education
2. To understand the different categories of children with special needs
3. To understand and appreciate the needs of such children in the society

Course Contents

UNIT I Introduction to Inclusive Education

- Concept and meaning of Inclusive Education
- Need and importance
- Objectives of Inclusive Education

UNIT II Types and characteristics of children with special needs (CWSN)

- Visual and hearing impaired
- Speech and language impaired
- Orthopaedically challenged
- Children with learning disabilities

UNIT III Policies and Programs of Inclusion

- Rights of Persons with Disabilities Act, 2016
- Convention on the Rights of Children (CRC)
- National Commission for Protection of Child Rights

UNIT IV Education of Children with Special Needs

- Visual and hearing impaired
- Children with learning disabilities
- Socially and economically disadvantaged

UNIT V Role of Family and Community

- Role of family & community in the nurturance of children with special needs
- Role of NGOs in providing for the CWSNs
- Rehabilitation Council of India (RCI)

Suggested Readings

1. Advani, Lal & Chadha A.(2003). You and Your Special Children.
2. Panda K. C. (1997). Education of the Exceptional Children.
3. S.K Mangal.(2008). Educating of the Exceptional Children: An Introduction to Special Education
4. Dessent, T. (1987): Making the Ordinary School Special, London:The Falmer Press.
5. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House